

History: Progression of Skills

EYFS

Understanding the World

Three and Four-Year-Olds (Nursery)	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history.
Reception	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Early Learning Goals (end of Reception)	<p>Past and Present:</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1 and KS2 Progression of Skills and Knowledge

Understanding of Events & People	Chronological Understanding	Historical Interpretations & Enquiry	Organisation and Communication
<p style="text-align: center;"><u>Year 1</u></p> <p style="text-align: center;">Enquiry Question: How am I making history?</p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p style="text-align: center;">Enquiry Question: Why did the Fire of London spread so quickly?</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p style="text-align: center;">Enquiry Question: How did we learn to fly?</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>Significant people – Bessie Coleman Amelia Earhart and Neil Armstrong</p>	<ul style="list-style-type: none"> Place known events in order they happened Sequence events and recount changes Use common words and phrases linked to the passing of time. 	<ul style="list-style-type: none"> Sort historical objects – then/now Ask and answer a basic question about the past - Relate my own account of an event and understand that others may give different versions 	<ul style="list-style-type: none"> Talk or draw about aspects of the past
<p style="text-align: center;"><u>Year 2</u></p> <p style="text-align: center;">Enquiry Question: How have explorers changed the world?</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell</p> <p>Significant people – Christopher Columbas and Matthew Hensen</p> <p style="text-align: center;">Enquiry Question - How were Haverigg and Millom different in the past?</p> <p>Hi1/1.3 significant historical events, people and places in their own locality.</p> <p style="text-align: center;">Enquiry Question – How was school different in the past?</p> <p>Hi1/1.3 significant historical events, people and places in their own locality.</p> <p>Significant people – Queen Victoria</p>	<ul style="list-style-type: none"> Describe where people and events fit within a timeline Use common words and phrases linked to the passing of time 	<ul style="list-style-type: none"> Ask and answer questions about key features of an event Understand how we can find out about the past - Describe significant historical events, people and places (locally). 	<ul style="list-style-type: none"> Record what I have learnt about the past by drawing and writing Talk about how I have found out about the past

<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Enquiry Question – Would you prefer to live in The Stone Age, The Bronze Age or The Iron Age?</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This will include:</p> <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Stone Age to the Iron Age</p> <ul style="list-style-type: none"> - Millom Rock Park - Swinside Stone Circle <p style="text-align: center;">Enquiry Question – Why did The Romans settle in Britain?</p> <p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica <p><i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></p> <p>Roman Britain</p> <ul style="list-style-type: none"> - Ravenglass: Bath House - Hard Knot Pass Roman's in the Lake District by Tony Robinson <p style="text-align: center;">Enquiry Question – What did the Ancient Egyptians believe?</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p>	<p>- Describe memories of key events in their life using historical vocabulary</p>	<p>- Ask and answer questions about key features of an event</p> <p>- Describe events beyond living memory that are significant nationally.</p>	<p>- Record what I have learnt about the past by drawing and writing</p> <p>- Talk about how I have found out about the past</p>
<p>Year 4:</p> <p>Hi2/1.3 Anglo-Saxons Y4</p> <p style="text-align: center;">Enquiry question – How hard was it to invade Britain?</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne <p>Anglo-Saxons</p> <ul style="list-style-type: none"> Holy Trinity Church, Millom – built in Anglo Saxon <p>Hi2/2.4 Ancient Greece Y4</p> <p style="text-align: center;">Enquiry question – What did the Greeks ever do for us?</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Hi2/2.2 Extended chronological study: Y4 World War 2</p> <p style="text-align: center;">Enquiry question – What was the impact of WW2 on the people of Britain?</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War 2</p> <ul style="list-style-type: none"> Millom Heritage Centre Dock Museum, Barrow Folk Museum Carlisle Castle: Border Regiment Beacon, Whitehaven 	<p>- Place historical periods in a chronological framework</p>	<p>- Use sources of information beyond simple observations to answer questions about the past</p> <p>- Variety of resources to find out about aspects of the past</p> <p>- Understand that sources contradict each other</p>	<p>- Record what I have learnt about the past by drawing and writing.</p> <p>- using historical language in my recording.</p>
<p>Year 5:</p> <p>Hi2/1.4 Vikings Y5</p> <p style="text-align: center;">Enquiry Question – Were the Vikings raiders, traders or settlers?</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>This could include:</i></p> <ol style="list-style-type: none"> a. Viking raids and invasion b. resistance by Alfred the Great and Athelstan, first king of England c. further Viking invasions and Danegeld d. Anglo-Saxon laws and justice e. Edward the Confessor and his death in 1066 <p>Vikings:</p> <ul style="list-style-type: none"> Names of local areas – Viking names Viking Longhouse, Duddon Valley <p>Hi2/2.1 Local History Study Y5 – Growth of the Local Area</p> <p style="text-align: center;">Enquiry question – What does the census tell us about the local area</p>	<p>- Use dates to place events on a timeline</p> <p>- Use historical terms related to the period of study</p>	<p>- Compare aspects of periods of history to the present day</p> <p>- Understand the type of information available depends on the period studied</p> <p>- Compare sources of information available for the study of different times</p>	<p>- Present findings and communicate knowledge and understanding in different ways eg: recounts, explanation, information sheets</p>

<p>Pupils should be taught about an aspect of local history For example:</p> <ol style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Growth of Local Area:</p> <ul style="list-style-type: none"> - Millom Mine - Looking at the Census - Iron Works: Millom, Egremont and Whitehaven <p>Hi2/2.2 Extended chronological study</p> <p style="text-align: center;">Enquiry Question How have children's lives changed?</p> <ul style="list-style-type: none"> • Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • For example: • the changing power of monarchs <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>			
<p>Year 6:</p> <p>Hi2/2.5 A non European society that provides contrast with British history</p> <p>Mayan Civilisation</p> <p style="text-align: center;">Enquiry Question – How did the Maya civilisation compare to the Anglo Saxons?</p> <p>Hi2/2.2 Extended chronological study</p> <p style="text-align: center;">Enquiry Question - What was life like in Tudor Britain?</p> <ul style="list-style-type: none"> • Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • For example: • the changing power of monarchs <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Hi2/2.2 Extended chronological study</p> <p style="text-align: center;">Enquiry Question - How did the role of women change over time?</p> <ul style="list-style-type: none"> • Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • For example: • the changing power of monarchs <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>- Describe chronology within historical periods – world history and local history</p>	<p>- Evaluate usefulness of a variety of sources-</p> <p>Ask historical valid questions about changes over a historical time period</p> <p>- I can use primary and secondary sources to learn about a period of history.</p>	<p>- Present findings and communicate knowledge and understanding in different ways eg: independent research study</p>

Think big, think differently and always creatively.